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Grammar Practice Simplified

Subjects, Predicates, Nouns, Verbs,
Adjectives, Adverbs, Punctuation, and More



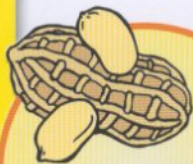
The ants are preparing
for winter.

Definite Article

Watch the squirrels store
their food.



Possessive Pronoun



Is that a peanut or
a pecan?

Linking Verb



Grammar Practice *Simplified*

Book C

Essential Learning Products

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The text in this book is based on materials that originally appeared in
Grammar Practice Book C ©1990 Essential Learning Products
by **Molly Rodgers and Linda M. Zimmer**

Printed in China
10 9 8 7 6 5 4 3 2 1

INTRODUCTION

Strong language skills are essential to success in school and life. Grammar is the structure of language. It is the tool with which students refine and perfect their working knowledge of language. Knowing the elements of language and understanding how they work together greatly enhances all language-based abilities. A race driver who knows the parts and pieces of the car and understands how they work together is more likely to win. Similarly, the person who understands how the parts and pieces of language work together will be a champion communicator.

This practice book helps students use the parts of speech correctly in speaking and writing. They review the kinds of sentences; then they study nouns, pronouns, and verbs and use these elements in sentences. Students are introduced to subjects and predicates, adverbs, and adjectives. Proofreading is stressed; activities encourage students to look over all written work to be sure it is free of errors. Punctuation is covered in detail, including correct use of the period, question mark, exclamation point, comma, and apostrophe. Capitalization of sentences, proper nouns, and proper adjectives is reviewed. As

they complete the book, students write independently and proofread their own work.

Grammar Practice Simplified Book C is intended for use by students at any level above grade 3. Readability has been carefully controlled, but the approach and design make the book useful for older, language-delayed students or students who speak English as a second language.

The book may be used in the classroom as a supplement to a basal program. Or it may be used at home by students who need practice. The lessons are self-paced, enabling students to work independently. Answers are provided so students can check their own work. Occasional Check-Your-Work sections remind students to review their work before looking at the answers. They have an opportunity to revise their answers before checking the answer page. Many pages throughout the book have helpful hints and clues that will assist students in completing an activity. There are also a few open-ended activities, and some exercises require collaboration.

Students using this book can gain practical knowledge of standard speech patterns, increase self-esteem, and improve performance on the grammar sections of standardized tests.

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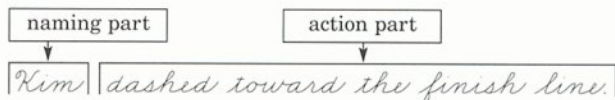
A sentence is a group of words that tells about someone or something. It is a complete thought.

Kim dashed toward the finish line.

This sentence tells a complete thought about Kim.

Sentences have two parts:

- a *naming part* that names who or what,
- a *telling or action part* that tells about someone or something.



Write **N** next to each group of words that is *not* a sentence.

Write **S** next to each sentence.

In the sentences, circle the naming part and underline the telling or action part. One is done for you.

1. A silver plane streaks through the sky. S

2. People on the ground looked up. _____

3. like a giant bird _____

4. The plane disappeared behind some clouds. _____

5. Who can see it now? _____

6. Tracy _____

7. I have never flown before. _____

8. Wednesday afternoon _____

REMEMBER

A sentence has a naming part and a telling or action part.

There are four kinds of sentences.

- A *statement* tells something.
It ends with a period.

Roger caught a huge fish. ← period

- A *question* asks something.
It ends with a question mark.

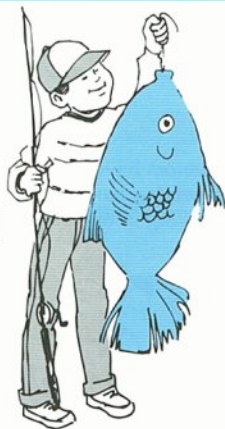
What kind of fish is that? ← question mark

- A *command* gives an order or makes a request.
It ends with a period.

Help me with my fishing rod. ← period

- An *exclamation* shows surprise or strong feeling.
It ends with an exclamation point.

What bright colors that fish has! ← exclamation point



REMEMBER

All sentences begin with a capital letter.

Put the correct punctuation mark at the end of each sentence.

1. What are your hobbies
2. I build models of cars and planes
3. Look at this tiny airplane
4. How small it is
5. Will it fly
6. Yes, here it goes
7. You have done a wonderful job
8. How proud you must be



Read each sentence and decide what kind of sentence it is.

Write *statement*, *question*, *command*, or *exclamation*.

Example: Luisa saw fingerprints on the glass. statement

1. Whose fingerprints are they? _____

2. They were made with black ink. _____

3. What dark fingerprints they are! _____

4. Are they all the same? _____

5. Hand me the glass. _____

6. I want a closer look. _____



Write a paragraph about the picture of the girl.

Try to include one each of the four kinds of sentences: *statement*, *command*, *question*, and *exclamation*.



CHECK YOUR WORK

Did you remember what the four kinds of sentences are?

Check your answers in the back of the book.

☐ Yes Go on to page 6.

☐ No Go back to the top of page 4 and check again.

The naming part of a sentence is called the *subject*.

The subject can be one word or many words.

subject

Fog covered the ground this morning.

subject

The house across the street was almost invisible.

The telling or action part of a sentence is called the *predicate*.

The predicate is all the words that tell something about the subject.

predicate

Huge drops of cold rain *fell*.

predicate

Roy *picked up his big umbrella.*



In each sentence circle the subject and underline the predicate.

Example: Lots of people like movies about outer space.

1. Spaceships in the movies fly through the sky.
2. They travel past the stars.
3. People from other planets are in their ships, too.
4. The captain of the ship has an important job.
5. I could do a good job as a captain.
6. My ship would travel to new worlds.
7. People from different planets will be friends.
8. I wonder if this will ever happen in real life.

REMEMBER

The subject is the naming part of a sentence.

The predicate is the action or telling part of a sentence.

Read each group of words.

Write **S** if it could be a subject. Write **P** if it could be a predicate.

- | | |
|------------------------------------|------------------------------|
| 1. a large brown snake _____ | 7. the tall grass _____ |
| 2. cried _____ | 8. they _____ |
| 3. opened the back door _____ | 9. crawled away _____ |
| 4. made loud noises _____ | 10. froze _____ |
| 5. stood on top of the table _____ | 11. I _____ |
| 6. Connie _____ | 12. am very interested _____ |

Choose three subjects from the top of the page. Write sentences using those subjects.

13. _____

14. _____

15. _____

Choose three predicates from the top of the page. Write sentences using those predicates.

16. _____

17. _____

18. _____

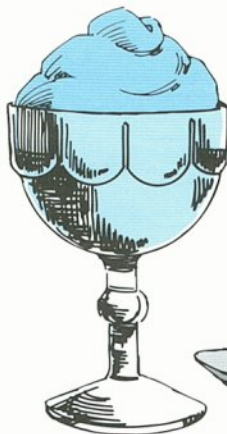
CHECK YOUR WORK

Did you remember what subjects and predicates are?

Check your answers in the back of the book.

- ☐ Yes Go on to page 8.
☐ No Go back to page 6 and check again.

Match each subject with a predicate to make a sentence.



Subjects

1. Vanilla pudding •
2. My little brother •
3. I •
4. The milk •
5. Raisins •
6. You •

Predicates

- make it even better.
- is a great snack.
- made him some after lunch.
- always eats two dishes.
- might like to try some.
- gets thicker and thicker.



Write the sentences you made at the top of the page.

Write a sentence about your favorite snack.



Add a subject to each group of words to make a sentence.

Example: *A polar bear* jumped into the icy water.

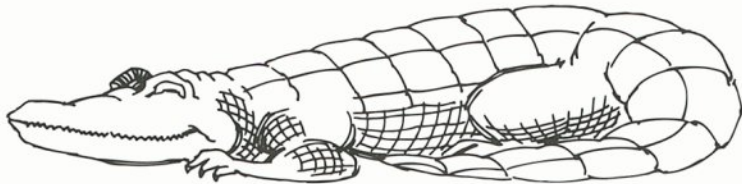


1. _____ watched the swimming bear.
2. _____ visit the zoo every year.
3. _____ are friendly animals.
4. _____ roar loudly at the people.
5. _____ went into the cage.
6. _____ eat peanuts for lunch.

Add a predicate to each group of words to make a sentence.

Example: The state of Florida *has many alligators.*

7. The alligator _____.
8. A noisy boat _____.
9. The water in the river _____.
10. One man _____.
11. In his hand he _____.
12. A sudden wind _____.



Usually a sentence has one subject and one predicate.



Sometimes a sentence can have two subjects that share one predicate.

The two subjects are called a *compound subject*.

The two parts of a compound subject are joined by the word *and* or the word *or*.

My shoes and my socks are missing.

Cindy or Jamal might have them.

You can make one sentence with a compound subject by combining two sentences that have the same predicate.

My shoes are missing. My socks are missing.

My shoes and socks are missing.

Cindy might have them. Jamal might have them.

Cindy or Jamal might have them.



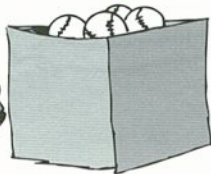
Circle the subject in each sentence. If it is a compound subject, write **C** in the space.

- Our caps and shirts are hanging up. _____
- Some baseballs are in the box. _____
- The coach and the team are tired. _____
- Bob or his brother will load the car. _____
- Two vans will be here soon. _____
- The coaches and parents will drive us home. _____



REMEMBER

A compound subject is two subjects that have one predicate.

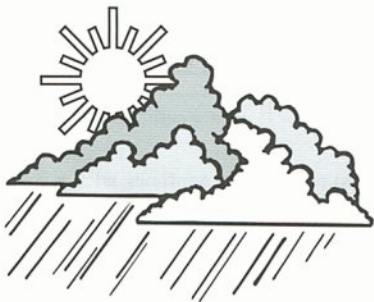


In each sentence circle the compound subject.

Draw a box around the word that joins the two parts of the compound subject.

Example: Tennis and hockey are my favorite sports.

1. My tennis racket and hockey stick are in my room.
2. Good weather and sunshine make sports more fun.
3. Clouds and rain are expected today.
4. A thunderstorm or a tornado might happen tonight.
5. Mario or Liza will call about the game.



Combine each pair of sentences. Make a sentence with a compound subject.

Example: The store opened early. The bank opened early.

The store and the bank opened early.

6. My brother walked to town. My sister walked to town.

7. A cat followed them. A dog followed them.

8. A man saw the animals. A woman saw the animals.

9. The cat should go home. The dog should go home.

10. The store will not allow animals inside. The bank will not allow animals inside.

CHECK YOUR WORK

Did you remember how to combine subjects?

Check your answers in the back of the book.

- ☐ Yes Go on to page 12.
- ☐ No Go back to page 10 and check again.

Sometimes a sentence has two predicates that share the same subject.

The two predicates are called a *compound predicate*.

The two parts of a compound predicate are joined by the word *and* or the word *or*.



You can make a sentence with a compound predicate by joining two sentences with the same subject.

I picked up my baseball glove. I rode home.

I picked up my baseball glove and rode home.

Vern will call us. Vern will write us a letter.

Vern will call us or write us a letter.

Underline the predicate in each sentence.

If it is a compound predicate, write **C** in the space.

1. Leroy set up his tent and crawled inside. _____
2. The tent was big enough for two people. _____
3. A tiny mouse crawled inside and sat down. _____
4. Poor Leroy looked at it and screamed. _____
5. He jumped up and ran away. _____
6. He looked for his mom or dad. _____
7. Leroy and his dad came back. _____
8. The mouse hid and smiled. _____



In each sentence underline the compound predicate.
Draw a box around the word that joins the two parts of the compound predicate.

Example: Arnie bikes and runs every day.



1. His sister goes with him or waits with me.
2. Yesterday we went to the store and bought oranges.
3. A woman took our money and gave us change.
4. Later, we squeezed the oranges and made juice.
5. Arnie returned home and put his bike away.
6. He drank some juice and ate a cracker.

Combine each pair of sentences to make a sentence with a compound predicate.

Example: We woke up early. We made breakfast.

We woke up early and made breakfast.

7. Gary took a shower. Gary brushed his teeth.

8. His father cooked the eggs. His father made toast.

9. The toast popped up. The toast shot across the room.

10. Write a sentence of your own with a compound predicate.

CHECK YOUR WORK

Did you remember how to combine predicates?

Check your answers in the back of the book.

- ☐ Yes Go on to page 14.
☐ No Go back to page 12 and check again.

A sentence can have both a compound subject and a compound predicate.



You can combine short sentences to make one sentence with a compound subject and a compound predicate.

Bill stood.

Bill smiled.

Trina stood.

Trina smiled.

- First, combine the subjects.

Bill and Trina

- Then, combine the predicates.

stood and smiled.

- Now put the two parts together.

Bill and Trina stood and smiled.

Combine each set of four sentences.

Make a sentence with a compound subject and a compound predicate.

1. The dog escaped. The dog got lost. The cat escaped. The cat got lost.



2. The dog went under the porch. The dog got stuck. The cat went under the porch. The cat got stuck.

3. Eve looked. Eve called. Stan looked. Stan called.

4. Write a sentence of your own about the dog and cat.

Make sure your sentence has both a compound subject and a compound predicate.

CHECK YOUR WORK

Did you remember how to combine sentences?

Check your answers in the back of the book.

☐ Yes Go on to page 15.

☐ No Go back to the top of the page and check again.

A *noun* is a word that names a person, place, thing, or idea.

Persons: dentist, explorers, Robert, Mrs. Hahn
Places: cellar, barns, California, Maple Street
Things: computer, decision, bubbles, emergencies
Ideas: happiness, freedom, attitude, help

Circle the nouns.

ribbons	thirsty	jungle	babies	then
sadness	sick	waterfall	magician	went
donkeys	weeks	every	gave	muscles

REMEMBER

A noun names a person, place, thing, or idea.

Read each sentence. Circle the nouns.

- Wild animals live in the jungle.
- The forests are full of strange noises and colors.
- Snakes do not have legs or ears.
- Some snakes carry poison in their fangs.
- Snakes and turtles are called reptiles.



Use one of these nouns to complete each sentence.

microphone tire story reporter drivers station trucks

- A _____ came to town this morning.
- She was from the television _____.
- Her _____ was about the traffic jam.
- She spoke into a _____.
- Many _____ told their stories.
- Two _____ were stuck on the bridge.
- One of them had a flat _____.

Some nouns name *any* person, place, thing, or idea.

They are called *common nouns*, and they begin with a small letter.

messenger

cabin

germs

mistake

ocean

scarecrow

Nouns that name a particular person, place, or thing are called *proper nouns*.

Proper nouns always begin with capital letters.

Phil Gordon

South Avenue

Toy World Store

Consuela Perez

Chicago

Pacific Ocean

Write a proper noun for each common noun. One is done for you.

1. a cat Whiskers 9. a cereal _____

2. my friend _____ 10. a girl _____

3. a street _____ 11. my last name _____

4. my neighbor _____ 12. a doctor _____

5. an ocean _____ 13. a day _____

6. my state _____ 14. my teacher _____

7. a town _____ 15. my school _____

8. a store _____ 16. a pet bird _____

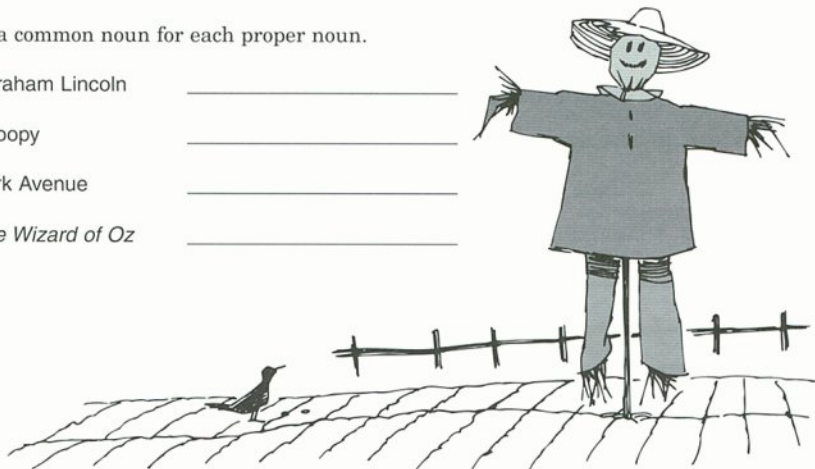
Write a common noun for each proper noun.

17. Abraham Lincoln _____

18. Snoopy _____

19. Park Avenue _____

20. *The Wizard of Oz* _____



Make up a proper noun for the underlined words. Rewrite each sentence.

Example: Here is a new dish for the dog.

Here is a new dish for Goldie.

REMEMBER

A proper noun
always begins with
a capital letter.

1. My mother picked up the baby.

2. Where does the child go to school?

3. Your house is the biggest one on the street.

4. They went to see a movie.

Circle the proper noun in each sentence. Rewrite the proper noun with capital letters.

Example: The hamburger stand on (lion drive) is open. Lion Drive

5. The boss handed a broom to francis.

6. A girl from oakdale school came in.

7. Does esther garvey work here?

8. My brother likes his job at burger world.

9. His friend karen fisher works there, too.

10. They live on the same street in granville.

11. jack morrow is the manager.

12. He was born in canada.

Nouns that name one are called *singular* nouns.

Nouns that name more than one are called *plural* nouns.

To change singular nouns to plural nouns:

- Add *s* to most nouns.

accident + s → accidents

building + s → buildings

message + s → messages

relative + s → relatives

- Add *es* to nouns that end in *ch*, *sh*, *s*, *x*, or *z*.

arch + es → arches

dress + es → dresses

Katz + es → Katzes

ash + es → ashes

box + es → boxes

buzz + es → buzzes

- For nouns that end in a consonant and *y*, change the *y* to *i* and add *es*.

colony → colonies

strawberry → strawberries

lady → ladies

tragedy → tragedies

Circle each plural noun.

melon

oranges

banana

cherries

peaches

apple

lemons

fig



Write a plural noun for each singular noun below.

1. test _____

2. egg _____

3. sandwich _____

4. baby _____

5. fox _____

6. quantity _____

7. guess _____

8. miss _____

9. puppy _____

10. boy _____

11. lump _____

12. sky _____

13. church _____

14. fax _____

15. fuzz _____

16. dish _____

Nouns can show ownership. They are called *possessive nouns*.

To make a singular noun show ownership, write an apostrophe (') and the letter *s* after the noun.

the web of the spider → the spider's web
the coat that Liz owns → Liz's coat

To make a plural noun that ends in *s* show ownership, add just an apostrophe after the final *s*.

the scent of the flowers → the flowers' scent
the steeples of the churches → the churches' steeples

For plural nouns that do not end in *s*, add an apostrophe (') and the letter *s*.

the clothes of the women → the women's clothes

Make each noun show ownership. Two are done for you.

- | | | | |
|-------------|-----------------|--------------|-------|
| 1. camel | <u>camels</u> | 6. writers | _____ |
| 2. doctors | <u>doctors'</u> | 7. planets | _____ |
| 3. airplane | _____ | 8. Chester | _____ |
| 4. Tess | _____ | 9. drivers | _____ |
| 5. men | _____ | 10. children | _____ |

Change each underlined group of words to a noun that shows ownership. Rewrite each sentence.

Example: The sweater that Diana owns is ripped.

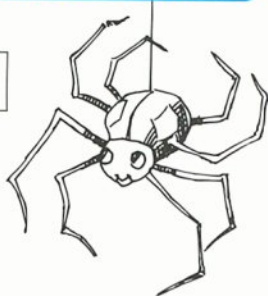
Diana's sweater is ripped.

11. Yesterday Diana borrowed the skates of her sister.

12. She often borrows the things of her friends.

13. One time she lost the jacket that Carla owns.

14. She found it in the trunk of the car of her parents.



Circle the correct noun to complete each sentence.

1. May I borrow your (brothers's brother's) animal book?
2. I am learning about a (birds' bird's) feathers.
3. A (duck's ducks') feathers are waterproof.
4. Ducks can land on the (water's waters) surface.
5. (Bird's Birds') eggs can be as small as a dime.
6. Most are smaller than a (chicken's chickens') egg.



REMEMBER

A singular noun
names one.

A plural noun names
more than one.

Write the underlined noun correctly.

Example: This is Brenda's favorite time of the year.

Brenda's

7. It is time for my glee clubs' concert. _____
8. We can hear the singer's voices all day. _____
9. Valeries voice is the highest. _____
10. Please take both parents tickets to them. _____
11. Where does Kevins' costume go? _____
12. Put it by these musicians's instruments. _____
13. Bess' song is next. _____
14. The songs lyrics are beautiful. _____
15. Which persons performance is your favorite? _____

CHECK YOUR WORK

Did you remember how to write the possessive form of singular and plural nouns?
Check your answers in the back of the book.

- ☐ Yes Go on to page 21.
☐ No Go back to page 19 and check again.

A pronoun takes the place of a noun.

Ed is a carpenter. *He* made that shelf.
 Regan bought the shelf. Then Trudi painted *it*.
 Mrs. Popinski liked the shelf. Glen gave it to *her*.
 Ed will make more shelves. Glen might buy *them*.

In the sentences above, *He*, *it*, *her*, and *them* are pronouns. *He* replaces the noun *Ed*. The word *it* replaces the noun *shelf*. The word *her* replaces the noun *Mrs. Popinski*. The word *them* replaces the noun *shelves*.

Rewrite each sentence. Write a pronoun to replace the underlined words.

Example: The apple dropped to the ground.

It dropped to the ground.



1. My brother, Melvin, picked up the apple.

2. Is the apple rotten?

3. Does your brother like apples?

4. Yes, my brother likes apples.

5. That tree is healthy and strong, but please do not climb the tree.

6. Work with a partner. Take turns. One of you writes a question about Ed, the carpenter. Be sure to use nouns. The other answers the question using pronouns.

These are pronouns that are used as subjects of a sentence.

I you he she it we they

I measured the doorway.
Then *he* picked up the shelf.
We carried the shelf in together.
It was heavy.

These are the pronouns that are used in the predicate part of a sentence.

me you him her it us them

Ed called *me*.
I found *him* in the basement.
The neighbors needed *us*.
We helped *them*.



Find the incorrect pronoun in each sentence. Cross it out and write the correct pronoun.

Example: Ambrose went to the hockey game with ~~they~~.
them

REMEMBER

Use *I, you, he, she, it, we, or they* in the subject.

Use *me, you, him, her, it, us, or them* in the predicate.

1. Him loves the game of hockey. _____
2. Us will go watch Ambrose skate. _____
3. Me can skate almost as well as the players. _____
4. One of the players knows we. _____
5. The family cheered and waved to he. _____
6. Him waved back with the stick. _____
7. May me ask a question? _____
8. Are them your favorite team? _____

When using pronouns as part of a compound subject or a compound predicate, people often make mistakes.

When you talk about yourself and another person, you use the word *I* or *me*.

I is used in the subject part of a sentence.

Me is used in the predicate part of a sentence.

Walter and ~~me~~ rode the bus into town.

Walter and *I* rode the bus into town.

Pedro gave presents to him and ~~me~~.

Pedro gave presents to him and *me*.

The personal pronouns—*I* or *me*—are always placed last in a compound subject or predicate.

~~Me and you~~ had breakfast two hours ago.

You and I had breakfast two hours ago.

The waiter brought juice to ~~me and you~~.

The waiter brought juice to *you and me*.

Cross out each pronoun that is used incorrectly.

Then write each pair correctly.

Example: Luke and ~~me~~ sent articles to the newspaper.

Luke and I

1. Me and Mom planted corn in the yard. _____
2. I and Katherine love corn on the cob. _____
3. Me and my brother will pick the ears of corn. _____
4. Maybe he will give some to him and I. _____
5. You can divide the work between she and me. _____

Write a compound subject for the sentence below. Use the word *I*.

Example: Jamie and I have tickets to a concert.

6. _____ invited George to the play.

Write a compound predicate. Include yourself as part of the sentence.

7. George bought popcorn for _____.

REMEMBER

A compound subject is two subjects with the same predicate.

A compound predicate is two predicates with the same subject.

These pronouns can be used to show ownership.

my your his her its our their

Use the pronouns *my*, *your*, *his*, *her*, and *its* to replace singular nouns.

Use the pronouns *our*, *your*, and *their* to replace plural nouns.

Kitty combed *Kitty's* hair before the party.

Kitty combed *her* hair before the party.

The scouts set up *the scouts'* tents.

The scouts set up *their* tents.

REMEMBER

A pronoun takes the place of a noun.

A pronoun that shows ownership is a *possessive pronoun*.

Write a pronoun that shows ownership to replace each of the following:

- | | |
|--------------------|---------------------------|
| 1. Mom's _____ | 6. Kirsten's and my _____ |
| 2. Earl's _____ | 7. a drum's _____ |
| 3. a tree's _____ | 8. a man's _____ |
| 4. the cars' _____ | 9. your and my _____ |
| 5. Jorge's _____ | 10. two whales _____ |

Write a pronoun that shows ownership to replace the underlined words.

- Tomas heard some crickets in Tomas's backyard. _____
- How does a cricket make a cricket's sound? _____
- Lucy got out Lucy's book about insects. _____
- The boys got out the boys' tape recorder. _____
- They wanted to record a cricket's sound. _____
- Male crickets rub the crickets' wings together. _____
- I wish we could take a picture with Tomas's and my camera. _____

CHECK YOUR WORK

Did you remember which pronouns to use for singular and plural nouns?

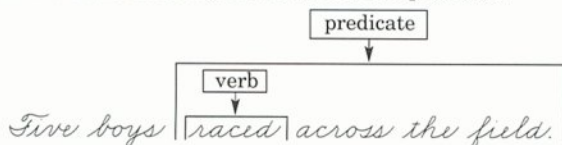
Did you remember which pronouns to use for males and females?

Check your answers in the back of the book.

☐ Yes Go on to page 25.

☐ No Go back to pages 22, 23, and 24 and check again.

The predicate of a sentence always has a verb. A *verb* shows action or being.
The verb is the most important word in the predicate.



Verbs that show action are called *action verbs*. The verb *raced* is an action verb. The action could be ways your body moves or actions in the mind.



There are many, many action verbs. Here are a few.

like	fly	ask	cry	walk
do	offer	bump	make	cut
wonder	hum	read	prove	carry
love	race	have	hike	catch



Verbs that show being are called *linking verbs*. They do not show action. Instead, they can show that one thing is the same as another.

Be is a linking verb. These are its forms.

be am are is was were will be shall be



In this sentence, the linking verb *is* links *Jason* and *fast runner*.
The verb shows that *Jason* and *fast runner* are the same.

REMEMBER

Verbs show action or being.

Write **A** next to the action verbs. Write **L** next to the linking verbs.

hang	_____	be	_____	drove	_____	call	_____	carve	_____	is	_____
admire	_____	build	_____	has	_____	travel	_____	decide	_____	am	_____
sit	_____	were	_____	suffer	_____	see	_____	are	_____	sell	_____
keep	_____	want	_____	threw	_____	was	_____	lose	_____	hire	_____

Verbs that show action that is happening now are called *present tense* verbs.

This is how the verb *repair* looks in the present tense.

I repair	we repair
you repair	you repair
he, she, it repairs	they repair

Verbs that show action that happened at some time before now are called *past tense* verbs.

Most past tense verbs end in *ed*. To form the past tense of a verb, add *ed* to the present tense.

This is how the verb *repair* looks in the past tense.

I repaired	we repaired
you repaired	you repaired
he, she, it repaired	they repaired

Verbs that show action that has not yet happened are called *future tense* verbs.

This is how the verb *repair* looks in the future tense.

I will repair	we will repair
you will repair	you will repair
he, she, it will repair	they will repair

Write the verb *fish* in all three tenses.



Present Tense



Past Tense



Future Tense

I _____

you _____

he, she, it _____

we _____

you _____

they _____

I _____

you _____

he, she, it _____

we _____

you _____

they _____

I _____

you _____

he, she, it _____

we _____

you _____

they _____

Write *present*, *past*, or *future* next to each verb.

- | | |
|---------------------|---------------------|
| 1. divided _____ | 7. will pour _____ |
| 2. cares _____ | 8. kicked _____ |
| 3. look _____ | 9. rains _____ |
| 4. will climb _____ | 10. raced _____ |
| 5. answered _____ | 11. scratches _____ |
| 6. chew _____ | 12. will fill _____ |

Fill in the blanks with the proper tense. The first one is done for you.

Present Tense**Past Tense****Future Tense**

- | | | |
|----------------------------|------------------|----------------------------|
| 13. <i>she cooks</i> _____ | she cooked _____ | <i>she will cook</i> _____ |
| 14. we wave _____ | _____ | _____ |
| 15. _____ | _____ | I will order _____ |
| 16. they fold _____ | _____ | _____ |
| 17. _____ | he closed _____ | _____ |
| 18. I tie _____ | _____ | _____ |
| 19. _____ | _____ | you will wash _____ |
| 20. _____ | it helped _____ | _____ |
| 21. we wish _____ | _____ | _____ |
| 22. she bakes _____ | _____ | _____ |

CHECK YOUR WORK

Did you remember how to recognize past, present, and future tense?
Check your answers in the back of the book.

- ☐ Yes Go on to page 28.
☐ No Go back to page 26 and check again.

Circle the verb in each sentence. Write *present*, *past*, or *future* on the line.

Example: Cynthia plays tennis at school.

present

1. Cynthia will talk with the tennis team. _____
2. The members want new rackets. _____
3. They will mail a letter to the coach. _____
4. Karynne signed her name to the letter. _____
5. She checks the equipment often. _____
6. The new rackets will arrive tomorrow. _____
7. I stored my old racket in the attic. _____
8. My little sister will want it. _____
9. She pretends to play already. _____

REMEMBER

- Present tense verbs show action happening now.
- Past tense verbs show action that already happened.
- Future tense verbs show action that will happen.

The verb in each sentence is in the wrong tense.
Write the sentence with the verb in the correct tense.

Example: The campers wanted their lunch right now.

The campers want their lunch right now.

10. Yesterday they will walk to the waterfall.
- _____

11. The day before that, they climb rocks.
- _____

12. Soon this camping trip end.
- _____

CHECK YOUR WORK

Did you remember when to use the past, present, and future tenses?
Check your answers in the back of the book.

- ☐ Yes Go on to page 29.
☐ No Go back to page 26 and check again.

The verb *be* is different from most verbs.
It has special forms in the present and past tense.

Here are the three tenses of *be*.

Present Tense

I am
you are
he, she, it is
we are
you are
they are

Past Tense

I was
you were
he, she, it was
we were
you were
they were

Future Tense

I will be
you will be
he, she, it will be
we will be
you will be
they will be

The verbs *have* and *do* are also unusual.

Present Tense

I have
you have
he, she, it has
we have
you have
they have

Past Tense

I had
you had
he, she, it had
we had
you had
they had

Future Tense

I will have
you will have
he, she, it will have
we will have
you will have
they will have

I do
you do
he, she, it does
we do
you do
they do

I did
you did
he, she, it did
we did
you did
they did

I will do
you will do
he, she, it will do
we will do
you will do
they will do



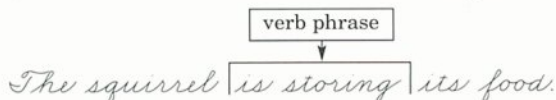
Complete each sentence with the verb tense that is listed.

Example: *past* (do) I *did* my homework with Cassie.

- present* (be) Today the radio _____ on.
- present* (have) This song _____ a familiar tune.
- past* (do) _____ you ever hear it on the radio?
- present* (do) Usually, Cassie _____ not listen to the radio.
- present* (be) She _____ too busy with her computer.
- past* (be) It _____ a gift from Grandpa.
- future* (have) She _____ her homework finished soon.

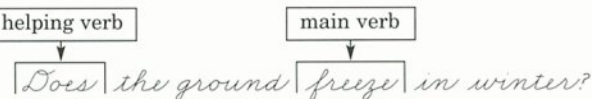
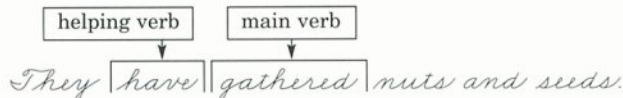
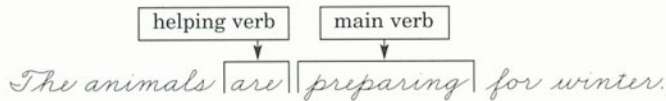


A verb that is more than one word is called a *verb phrase*.



A verb phrase contains a main verb and a *helping* verb.

Forms of the verbs *be*, *have*, and *do* are often used as helping verbs in verb phrases.



In each verb phrase, underline the main verb twice and the helping verb once.

Example: am hearing

- | | | | | |
|-----------------|-----------------|-------------|------------------|-----------------|
| 1. is carrying | 3. had listened | 5. did chop | 7. was following | 9. am calling |
| 2. has hammered | 4. have waited | 6. did ask | 8. was saying | 10. does decide |

Write each sentence. Replace the underlined verb with a verb phrase.
Use forms of *be* or *have* as helping verbs.

Example: I hoped for more time at the pool.

I was hoping for more time at the pool.

11. Mom picks me up today.

12. She picked me up every day.

The verb *be* can be a linking verb or a helping verb.

Remember that when *be* joins two parts of a sentence, it is a linking verb.

When it is part of a verb phrase, it is a helping verb.

REMEMBER

Linking verbs
show being.

Example:

linking verb

Brindy is a hard-working student.

helping verb

She is going to study now.

In each sentence decide whether the underlined form of *be* is a linking verb or a helping verb. Write **L** for linking verb and **H** for helping verb.

1. Brindy is studying Spanish. _____
2. She is good at languages. _____
3. The Spanish words are not difficult. _____
4. The Spanish Club is planning a trip. _____
5. They are going to Mexico for a week. _____
6. Brindy is ready to go right now. _____
7. She will be saving some money each week. _____
8. Her friends were happy to help raise money, too. _____

Work with a partner. Take turns. One of you writes a sentence using a form of the verb *be*. The other marks if it is a linking verb (**L**) or a helping verb (**H**).

L or H

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The present tense of many verbs ends in *s*, especially when used with *he*, *she*, or *it*.

I laugh you laugh he, she, it laughs we laugh you laugh they laugh

When a verb ends in *sh*, *ch*, *s*, *x*, or *z*, add *es*.

I watch you watch he, she, it watches we watch you watch they watch

For most verbs that end in *y*, change the *y* to *i* before adding *es*.

I hurry you hurry he, she, it hurries we hurry you hurry they hurry

Circle the correct verb forms.

1. he catches he catches he catch
2. she builds she buildes she build
3. it rain it raines it rains
4. she scurrys she scurries she scurry



Cross out each incorrect verb and write it correctly.

looks
Example: It ~~look~~ like a beautiful day for a picnic.

5. Grace pack a basket of sandwiches and fruit.
6. She polishes three apples.
7. They looks fresh and shiny.
8. The basket attaches to the back of her bike.
9. Two girls rides over to Hannah's house.
10. Grace tries to ride carefully.
11. She hope the basket won't spill.
12. Hannah countes enough forks for everyone.
13. The three friends checks the map to the canyon.
14. Then they pedals down the street.



A verb must agree with the subject.

When a sentence has a compound subject, there are some special rules.

1. Do not add *s* to the verb if the two subjects are joined by *and*.

Nora *and* the coach *run* together.

She *and* he *like* to practice.

2. Add *s* to the verb if the two subjects are joined by *or*.

Craig *or* his brother *checks* the clock.

He *or* she *knows* the time.

Never add *s* to the verb if both subjects are plural.

Parents and friends watch the match.

My sisters or my cousins need season tickets.

You and they enjoy being there.

REMEMBER

A compound subject is two subjects that have the same predicate.

Circle the correct verb to complete each sentence.

- Monica and Steve (worry worries) about air pollution.
- Towns and cities (faces face) this problem.
- Cars and trucks (leaves leave) the air dirty.
- Plans and ideas (solves solve) some problems.
- Workers and students (look looks) for other ways of getting around.
- A bike or skateboard (makes make) no pollution.
- Bikers and skaters (keep keeps) the planet cleaner.
- Write a sentence using *and* between compound subjects that are pronouns.

9. Write a sentence using *or* between compound subjects that are pronouns.



When you write or say some verbs with the word *not*, you can shorten the verbs into one word.

Example: did + not → *didn't*

The *o* is removed from the word *not* and an apostrophe (') is put in its place. This is called a *contraction*.

Here are some other verbs and their contractions.

is + not → isn't

should + not → shouldn't

did + not → didn't

was + not → wasn't

could + not → couldn't

do + not → don't

has + not → hasn't

are + not → aren't

would + not → wouldn't

had + not → hadn't

were + not → weren't

does + not → doesn't

have + not → haven't

The contractions for *can not* and *will not* are unusual.

can + not → can't

will + not → won't

Circle the correct contraction to complete each sentence.

- Our club (isn't isn't) taking part in the bake sale.
- We (aren't aren't) sure of our new project.
- (Couldnot Couldn't) we sell T-shirts instead?
- It (wouldn't wouldn't) be very hard.
- Such a project (hasn't hasen't) been tried before.
- Mrs. Ramirez (willn't won't) mind helping us.



Write the underlined words in each sentence as a contraction.

Example: Margie was not at softball practice today. wasn't

- We have not seen her all week. _____
- I hope she is not sick. _____
- She does not usually miss practice. _____
- I can not understand it. _____
- We are not starting right away. _____
- Why do we not call her? _____

A pronoun and a verb can be combined to form a *contraction*.

An apostrophe is used in each contraction.

I am → I'm	it is → it's	they are → they're
I have → I've	she has → she's	we have → we've
I will → I'll	he will → he'll	you will → you'll

The words *its* and *it's*, *their* and *they're*, and *your* and *you're* are often confused.

If the word stands for *it is*, *they are*, or *you are*, then it needs an apostrophe.

The words *its*, *their*, and *your* are possessive pronouns.

Write the underlined words in each sentence as a contraction.

Example: I am here for the history club meeting. I'm

REMEMBER

A contraction is a shorter form of two words.

- You are early for the meeting. _____
- It is only seven o'clock. _____
- They are going to start in fifteen minutes. _____
- I will arrange some chairs. _____
- You will enjoy the speaker. _____
- He is very funny. _____

Circle the correct word to complete each sentence.

- (Its It's) time for you to give the dog a bath.
- I think (you're your) going to need some help.
- The dog doesn't like water in (it's its) eyes.
- Please clean up (your you're) mess when (your you're) finished.



Write a paragraph about an animal. Use at least three contractions and two possessive pronouns.

An *adjective* describes a noun or a pronoun.

It answers one of these questions:

What kind?

Which one?

How much?

How many?

Examples:

Benita opened the *squeaky* door.

It was her *first* look at the mummy.

Her footsteps made *no* noise.

Two mice scurried out of the way.

An adjective usually comes before the word it describes.

squeaky describes *door*

first describes *look*

no describes *noise*

two describes *mice*

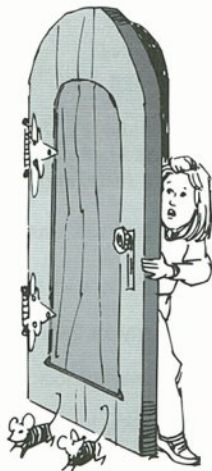
Sometimes an adjective comes after the word it describes.

The tomb was *musty*. (*musty* describes *tomb*)

Like nouns, adjectives can be common or proper.

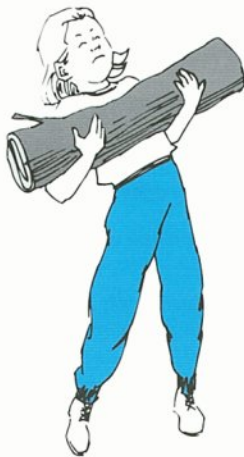
Proper adjectives always begin with a capital letter.

It was an *Egyptian* story.



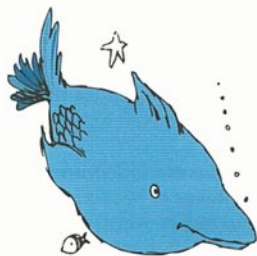
Circle the adjectives.

seventy	many	white	fish	like
into	wisely	several	French	cold
diamonds	how	some	Greek	third
last	brave	give	forests	golden
much	heavy	five	thick	babies
under	first	why	great	final
Italian	shiny	teeth	harsh	snowy
big	log	blue	sixth	legend
calendar	funny	sweet	few	quickly



Circle each adjective. In some sentences, there may be more than one.

1. Strange creatures live under the surface of the sea.
2. Divers observe many kinds of beautiful fish.
3. They carry special cameras in waterproof cases.
4. Some shipwrecks from ancient times lie in the sea.
5. Old wrecks often contain valuable treasures.



Use one of the adjectives below to complete each sentence. Write it on the line.

visible most frozen solid thin various boiling

6. Ice is _____ water.
7. It is hard and _____.
8. Frost on windows is actually a _____ layer of ice.
9. Water has _____ forms.
10. Steam comes from _____ water.
11. _____ gases cannot be seen.
12. But steam is a _____ gas.



Work with a partner. Take turns. One writes a sentence with an adjective and the other tells What kind? Which one? How much? or How many?

CHECK YOUR WORK

Did you remember what adjectives are?

Check your answers in the back of the book.

- ☐ Yes Go on to page 38.
☐ No Go back to page 36 and check again.

The words *a*, *an*, and *the* are called *articles*. They are a special kind of adjective.

The is called a *definite* article. It describes a particular noun.

Use *the* before singular or plural nouns.

Wes picked up *the* watch on *the* table.

He looked at *the* numbers on its face.

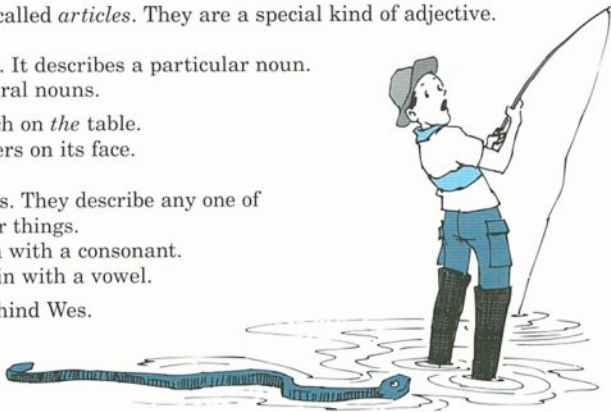
A and *an* are *indefinite* articles. They describe any one of a number of people, places, or things.

Use *a* before words that begin with a consonant.

Use *an* before words that begin with a vowel.

A long fish came up behind Wes.

Perhaps it was *an* eel.



Circle each adjective.

Underline each article.

Draw an arrow from each adjective and article to the word it describes.

Example: A healthy person needs eight glasses of water each day.

1. The human body contains a large amount of water.

2. It is a necessary part of the diet.

3. A diet should also include proper food.

4. Every meal is important.

5. The best foods provide vitamins and minerals.

6. A person should get enough sleep each night.

7. Some people sleep for eight hours.

8. Young children need more sleep.

9. A newborn baby sleeps most of the time.



10. A dark, quiet room with an open window is needed for the best rest.

Write an adjective of your own to complete each sentence.

1. _____ tents stood on the hillside.
2. A _____ campfire burned in the center.
3. _____ shadows began to fall.
4. Suddenly, a _____ whistle sounded.
5. The _____ dogs started barking.
6. The night air was _____.
7. Eric was telling a _____ story.
8. _____ campers moved closer to the fire.

REMEMBER

Adjectives tell what kind, how much, how many, or which one. An adjective can come before or after the word it describes.

Use each adjective below in a sentence.

9. curious _____
10. gentle _____
11. scary _____
12. toasty _____
13. brilliant _____
14. fearless _____
15. funny _____
16. silly _____

Write two sentences with at least four adjectives.

An *adverb* modifies or describes verbs, adjectives, or other adverbs.

It answers one of these questions:

How?	The actor spoke <i>loudly</i> .	} describes verbs
When?	The actor spoke <i>then</i> .	
Where?	The actor spoke <i>there</i> .	
To what extent?	The actor spoke <i>often</i> .	

To what extent?	The song is <i>fairly</i> easy.	} describes adjectives
	The song is <i>very</i> popular.	

Where?	The actor walked <i>far</i> away.	} describes other adverbs
How?	The actor walked <i>very</i> slowly.	

Notice that an adverb usually comes before the adjective or adverb it modifies.

An adverb that modifies a verb may come before the verb, after the verb, or may be separated from the verb.

I *often* practice. I practice *often*. *Often* I practice.

Many adverbs are formed by adding *ly* to adjectives.

quick → quickly sad → sadly smooth → smoothly

Circle the adverb in each sentence. Draw an arrow to the word it modifies.

Example: We clapped loudly after the show.

1. The actors performed well.
2. The play was quite funny.
3. One actor spoke extremely fast.
4. Another actor wore very old clothes.
5. We laughed so hard.
6. The actors joined us later.
7. They carefully explained their jobs.
8. Tomorrow they will perform at another school.
9. They will stay there for two days.
10. I bet the students will be really nice to them.



Use the adverbs below to complete the sentences. Use each one only once.

very just slowly never extremely soon barely

- The movie theater was _____ dark.
- I could _____ see.
- The curtain opened _____.
- _____ the show would start.
- The movie was an _____ old one.
- I had _____ seen a Marx Brothers movie.



Rewrite each sentence.

Add an adverb to answer the question that follows each sentence.

7. Our class got a video camera. (When?)

Our class got a video camera yesterday.

8. We will make our own news program. (When?)

9. The reporters are working. (How?)

10. They have interesting stories. (How interesting?)

11. We presented our show. (Where?)

12. The program looked professional. (To what extent?)

CHECK YOUR WORK

Did you remember that adverbs answer these questions:

How? When? Where? or To what extent? Check your answers in the back of the book.

- ☐ Yes Go on to page 42.
☐ No Go back to page 40 and check again.

You probably remember that all sentences begin with a capital letter and end with a punctuation mark.

Put a period (.) at the end of a statement or command.

Put a question mark (?) at the end of a question.

Put an exclamation point (!) at the end of an exclamation.

You also know to always use a capital letter to begin proper nouns.

People	Cities	States	Days	Months
Pat Lyons	Omaha	Nebraska	Monday	February
Sam Mills	Tampa	Florida	Tuesday	August
Pia Senti	Boise	Idaho	Friday	October

Don't forget to capitalize other proper names, such as businesses, titles, and organizations.

Write each sentence. Use capital letters and punctuation properly.

1. when does the beckly ski club meet

2. it is starting right now

3. what a lot of kids are here

4. our winter vacation starts on friday, february 28

5. in march we are going on a trip to colorado

6. wouldn't it be great if clay and rose could go

7. we will see my cousin janice in denver

8. i want to bring everyone a present from top mountain lodge

Abbreviations are a shorter way to write certain words and titles.

You write only some of the letters in the word and put a period at the end, except after Miss.

Mr. Mrs. Ms. Miss Dr. Jr. Sr.

Write capital letters for a person's initials, and put a period at the end of each initial.

Mary Louise Kidd — Mary L. Kidd — M. L. Kidd

You often abbreviate elements in an address.

Street —> St.

Road —> Rd.

Avenue —> Ave.

Drive —> Dr.

Boulevard —> Blvd.

Post Office Box —> P.O. Box

State names in an address are written with two capital letters and no periods.

Illinois —> IL

North Carolina —> NC

Maryland —> MD

South Dakota —> SD

Texas —> TX

New Mexico —> NM



Circle the errors, and write each sentence correctly.

1. do you know who Phineas Taylor Barnum was.

2. In 1871 mr pt barnum organized a circus

3. what a famous showman he became?

Rewrite this address correctly.

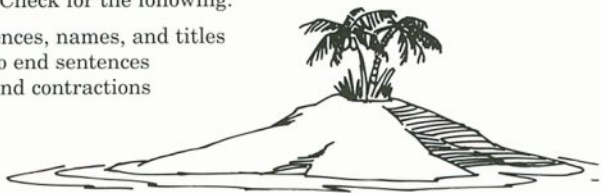
the barnum museum

820 main str

bridgeport ct 06602

Write each sentence correctly. Check for the following:

- capital letters to begin sentences, names, and titles
- correct punctuation marks to end sentences
- apostrophes in possessives and contractions



1. what a beautiful state hawaii is

2. Im looking forward to visiting there someday

3. how many islands make up the state of hawaii

4. its made up of eight islands

5. do you know when alaska became this nations forty-ninth state

6. wasnt it on january 3, 1959

7. Dwight d eisenhower was President at the time

8. isnt the city of juneau the state capital

9. your very smart about us geography

10. is'nt you're favorite book a road atlas

In the sentences above, circle at least three adjectives and underline one adverb.

After you write, you should always check over your work for mistakes and make any needed corrections. That is called *proofreading*.

Think of a favorite place or thing. Write a description of it. Be sure to use nouns, verbs, pronouns, adjectives, and adverbs correctly. Then proofread what you have written.

Check your work for correct capitalization and punctuation, also.

Write a note thanking your friend's family for having you as an overnight guest at their house. Be sure to proofread it.

Write an address here: _____

Page 3

Numbers 3, 6, and 8 should be marked N.

1. A silver plane streaks through the sky. (S)
2. People on the ground looked up. (S)
4. The plane disappeared behind some clouds. (S)
5. Who can see it now? (S)
7. I have never flown before. (S)

Page 4

1. What are your hobbies?
2. I build models of cars and planes.
3. Look at this tiny airplane.
4. How small it is!
5. Will it fly?
6. Yes, here it goes. (or !)
7. You have done a wonderful job! (or .)
8. How proud you must be!

Page 5

- | | |
|----------------|--------------|
| 1. question | 4. question |
| 2. statement | 5. command |
| 3. exclamation | 6. statement |

Answers will vary.

Page 6

1. Spaceships in the movies fly through the sky.
2. They travel past the stars.
3. People from other planets are in their ships, too.
4. The captain of the ship has an important job.
5. I could do a good job as a captain.
6. My ship would travel to new worlds.
7. People from different planets will be friends.
8. I wonder if this will ever happen in real life.

Page 7

- | | | | |
|------|------|------|-------|
| 1. S | 4. P | 7. S | 10. P |
| 2. P | 5. P | 8. S | 11. S |
| 3. P | 6. S | 9. P | 12. P |

13-18. Answers will vary.

Page 8

1. Vanilla pudding is a great snack.
2. My little brother always eats two dishes.
3. I made him some after lunch.
4. The milk gets thicker and thicker.
5. Raisins make it even better.
6. You might like to try some.

Answers will vary.

Page 9

Answers will vary.

Page 10

1. Our caps and shirts are hanging up. (C)
2. Some baseballs are in the box.
3. The coach and the team are tired. (C)
4. Bob or his brother will load the car. (C)
5. Two vans will be here soon.
6. The coaches and parents will drive us home. (C)

Page 11

1. My tennis racket and hockey stick are in my room.
2. Good weather and sunshine make sports more fun.
3. Clouds and rain are expected today.
4. A thunderstorm or a tornado might happen tonight.
5. Mario or Liza will call about the game.
6. My brother and my sister walked to town.

7. A cat and a dog followed them.

8. A man and a woman saw the animals.
9. The cat and the dog should go home.
10. The store and the bank will not allow animals inside.

Page 12

1. Leroy set up his tent and crawled inside. (C)
2. The tent was big enough for two people.
3. A tiny mouse crawled inside and sat down. (C)
4. Poor Leroy looked at it and screamed. (C)
5. He jumped up and ran away. (C)
6. He looked for his mom or dad.
7. Leroy and his dad came back.
8. The mouse hid and smiled. (C)

Page 13

1. His sister goes with him or waits with me.
2. Yesterday we went to the store and bought oranges.
3. A woman took our money and gave us change.
4. Later, we squeezed the oranges and made juice.
5. Arnie returned home and put his bike away.
6. He drank some juice and ate a cracker.
7. Gary took a shower and brushed his teeth.
8. His father cooked the eggs and made toast.
9. The toast popped up and shot across the room.

10. Answers will vary.

Page 14

1. The dog and cat escaped and got lost.
2. The dog and cat went under the porch and got stuck.
3. Eve and Stan looked and called.
4. Answers will vary.

Page 15

- | | | | | |
|---------|---------|-----------|----------|---------|
| ribbons | thirsty | jungle | babies | then |
| sadness | sick | waterfall | magician | went |
| donkeys | weeks | every | gave | muscles |

1. Wild animals live in the jungle.
2. The forests are full of strange noises and colors.
3. Snakes do not have legs or ears.
4. Some snakes carry poison in their fangs.
5. Snakes and turtles are called reptiles.
6. A reporter came to town this morning.
7. She was from the television station.
8. Her story was about the traffic jam.
9. She spoke into a microphone.
10. Many drivers told their stories.
11. Two trucks were stuck on the bridge.
12. One of them had a flat tire.

Page 16

- 1-16. Answers will vary.
17. president or man
18. dog
19. street
20. movie or book

Page 17

- 1-4. Answers will vary.
5. Francis
6. Oakdale School
7. Esther Garvey
8. Burger World
9. Karen Fisher
10. Granville
11. Jack Morrow
12. Canada

Page 18

melon oranges banana cherries
peaches apple lemons fig

1. tests
2. eggs
3. sandwiches
4. babies
5. foxes
6. quantities
7. guesses
8. misses
9. puppies
10. boys
11. lumps
12. skies
13. churches
14. faxes
15. fuzzes
16. dishes

Page 19

1. camel's
2. doctors'
3. airplane's
4. Tess's
5. men's
6. writers'
7. planets'
8. Chester's
9. drivers'
10. children's
11. Yesterday Diana borrowed her sister's skates.
12. She often borrows her friends' things.
13. One time she lost Carla's jacket.
14. She found it in the trunk of her parents' car. (or parents' car's trunk)

Page 20

1. May I borrow your brother's animal book?
2. I am learning about a bird's feathers.
3. A duck's feathers are waterproof.
4. Ducks can land on the water's surface.
5. Birds' eggs can be as small as a dime.
6. Most are smaller than a chicken's egg.
7. club's
8. singers'
9. Valerie's
10. parents'
11. Kevin's
12. musicians'
13. Bess's
14. song's
15. person's

Page 21

1. He picked up the apple.
2. Is it rotten?
3. Does he like apples?
4. Yes, he likes them.
5. That tree is healthy and strong, but please do not climb it.
6. Answers will vary.

Page 22

1. He 3. I 5. him 7. I
2. We 4. us 6. He 8. they

Page 23

1. Mom and I 4. him and me
2. Katherine and I 5. her and me
3. My brother and I
- 6-7. Answers will vary.

Page 24

1. her
2. his
3. its
4. their
5. his
6. our
7. its
8. his
9. our
10. their

11. his
12. its
13. her
14. their
15. its
16. their
17. our

Page 25

Action verbs:

hang, drove, call, carve, admire, build, has, travel, decide, sit, suffer, see, sell, keep, want, threw, lose, hire

Linking verbs:

be, is, am, were, are, was

Page 26**Present**

I fish
you fish
he, she, it fishes
we fish
you fish
they fish

Past

I fished
you fished
he, she, it fished
we fished
you fished
they fished

Future

I will fish
you will fish
he, she, it will fish
we will fish
you will fish
they will fish

Page 27

- | | | |
|------------|------------|-------------|
| 1. past | 5. past | 9. present |
| 2. present | 6. present | 10. past |
| 3. present | 7. future | 11. present |
| 4. future | 8. past | 12. future |
13. she cooks, she cooked, she will cook
 14. we wave, we waved, we will wave
 15. I order, I ordered, I will order
 16. they fold, they folded, they will fold
 17. he closes, he closed, he will close
 18. I tie, I tied, I will tie
 19. you wash, you washed, you will wash
 20. it helps, it helped, it will help
 21. we wish, we wished, we will wish
 22. she bakes, she baked, she will bake

Page 28

Circled words	Tense
1. will talk	future
2. want	present
3. will mail	future
4. signed	past
5. checks	present
6. will arrive	future
7. stored	past
8. will want	future
9. pretends	present

10. Yesterday they walked to the waterfall.
11. The day before that, they climbed rocks.
12. Soon this camping trip will end.

Page 29

1. is 3. Did 5. is 7. will have
2. has 4. does 6. was

Page 30

1. is carrying
2. has hammered
3. had listened
4. have waited
5. did chop
6. did ask
7. was following
8. was saying
9. am calling
10. does decide

11-12. Answers will vary.

Page 31

1. H 3. L 5. H 7. H
2. L 4. H 6. L 8. L

Answers will vary.

Page 32

1. he catches
2. she builds
3. it rains
4. she scurries
5. Grace packs a basket of sandwiches and fruit.
6. She polishes three apples.
7. They look fresh and shiny.
8. The basket attaches to the back of her bike.
9. Two girls ride over to Hannah's house.
10. Grace tries to ride carefully.
11. She hopes the basket won't spill.
12. Hannah counts enough forks for everyone.
13. The three friends check the map to the canyon.
14. Then they pedal down the street.

Page 33

1. worry 3. leave 5. look 7. keep
2. face 4. solve 6. makes

8-9. Answers will vary.

Page 34

1. isn't
2. aren't
3. Couldn't
4. wouldn't
5. hasn't
6. won't
7. haven't
8. isn't
9. doesn't
10. can't
11. aren't
12. don't

Page 35

1. You're
2. It's
3. They're
4. I'll
5. You'll
6. He's
7. It's time for you to give the dog a bath.

8. I think you're going to need some help.
9. The dog doesn't like water in its eyes.
10. Please clean up your mess when you're finished.

Answers will vary.

Page 36

- seventy many white fish like
into wisely several French cold
diamonds how some Greek third
last brave give forests golden
much heavy five thick babies
under first why great final
Italian shiny teeth harsh snowy
big log blue sixth legend
calendar funny sweet few quickly

Page 37

1. Strange creatures live under the surface of the sea.
2. Divers observe many kinds of beautiful fish.
3. They carry special cameras in waterproof cases.
4. Some shipwrecks from ancient times lie in the sea.
5. Old wrecks often contain valuable treasures.
6. frozen
7. solid
8. thin
9. various
10. boiling
11. Most
12. visible

Answers will vary.

Page 38

1. The human body contains a large amount of water.
2. It is a necessary part of the diet.
3. A diet should also include proper food.
4. Every meal is important.
5. The best foods provide vitamins and minerals.
6. A person should get enough sleep each night.
7. Some people sleep for eight hours.
8. Young children need more sleep.
9. A newborn baby sleeps most of the time.
10. A dark, quiet room with an open window is needed for the best rest.

Page 39

Answers will vary.

Page 40

1. The actors performed well.
2. The play was quite funny.
3. One actor spoke extremely fast.
4. Another actor wore very old clothes.
5. We laughed so hard.
6. The actors joined us later.
7. They carefully explained their jobs.
8. Tomorrow they will perform at another school.
9. They will stay there for two days.
10. I bet the students will be really nice to them.

Page 41

1. very
 2. just barely
 3. slowly
 4. Soon
 5. extremely
 6. never
- 7-12. Answers will vary.

Page 42

1. When does the Beckly Ski Club meet?
2. It is starting right now.
3. What a lot of kids are here!
4. Our winter vacation starts on Friday, February 28.
5. In March we are going on a trip to Colorado.
6. Wouldn't it be great if Clay and Rose could go?
7. We will see my cousin Janice in Denver.
8. I want to bring everyone a present from Top Mountain Lodge.

Page 43

1. Do you know who Phineas Taylor Barnum was? Do you know who Phineas Taylor Barnum was?
2. In 1871 Mr. P. T. Barnum organized a circus.
3. What a famous showman he became! What a famous showman he became!

The Barnum Museum
820 Main St.
Bridgeport, CT 06602

Page 44

1. What a beautiful state Hawaii is!
2. I'm looking forward to visiting there someday.
3. How many islands make up the state of Hawaii?
4. It's made up of eight islands.
5. Do you know when Alaska became this nation's forty-ninth state?
6. Wasn't it on January 3, 1959?
7. Dwight D. Eisenhower was President at the time.
8. Isn't the city of Juneau the state capital?
9. You're very smart about U.S. geography.
10. Isn't your favorite book a road atlas?

Answers will vary.

Page 45

Answers will vary.

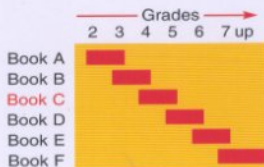
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